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ABSTRACT

The guide is arranged in vertical columns relating curriculum concepts in Latin American studies to curriculum performance objectives, career concepts and career performance objectives, suggested teaching methods, and audio-visual and resource materials. The one-quarter course guide includes career information on 26 related occupations. Space is provided for teachers notes which will be useful when the guide is revised. The appendix includes background Latin-American information; suggested readings; selected references, periodicals, and organizations for career information; and audio-visual source information. (EA)

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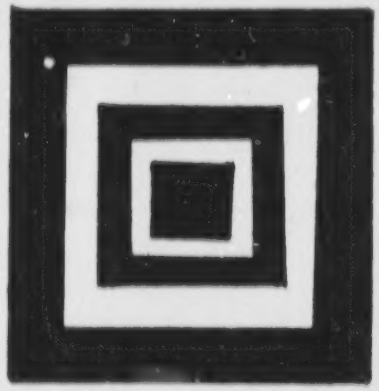

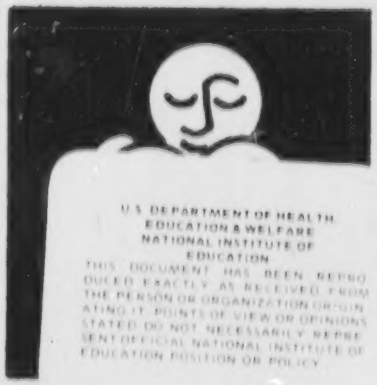

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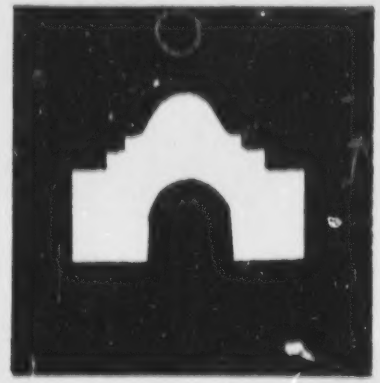

Career - Curriculum Guide

CAREER EDUCATION CENTER

HARLANDALE INDEPENDENT SCHOOL DISTRICT
3706 ROOSEVELT
SAN ANTONIO, TEXAS 78214

LATIN AM. STUDIES

CE001 076

CAREER EDUCATION CENTER

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SAN ANTONIO, TEXAS

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The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education or the Texas Education Agency, and no official endorsement should be inferred.

LATIN AMERICAN STUDIES

CURRICULUM GUIDE

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Social Studies Consultant

Career Education Center
Harlandale Independent School District
San Antonio, Texas

A C K N O W L E D G E M E N T S

Appreciation is expressed to the following teacher who contributed to the research and development of this curriculum guide.

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Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

Mrs. Mikel A. Arnold - Teacher

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

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P H I L O S O P H Y

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --
Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

LATIN AMERICAN STUDIES

(a one quarter course)

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LAND BEFORE THE WHITE MAN: THEORIES - Bering Strait - Diego Blood Factor - Lost Atlantis Theory - Sandia Cave - Other theories	The student should be able to perform the following activities: 1. List at least four types of tools or artifacts used by an anthropologist to determine the advances of a particular civilization or group of people. 2. In two paragraphs, discuss the Bering Strait Theory. 3. In a one page theme, discuss how a society is able to progress through agriculture. 4. List and give the importance of the two chief areas in which civilization emerged in Latin	CONCEPT: Paleontologists have added greatly to our knowledge of prehistoric life through the study of fossils. OBJECTIVE: The student should be able to name at least one job responsibility of paleontologists.	PALEONTOLOGISTS: 1. Paleontologists are geologists who specialize in tracing the evolution and development of past life by studying fossilized remains of plants and animals in geologic formations. He recovers and assembles fossilized specimens, notes their positions, and classifies them. 2. An advanced degree is usually necessary for those seeking positions as paleontologists. 3. Starting salaries range from about $8,650 to $21,000 +. 4. Approximately 23,000 geologists were employed in the United States in 1970. About four per cent of these were women. Employment op-

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Assign a group of students to give reports on the type of evidence and classification of that evidence found in Sandia Cave that has helped in the study of Latin America. 2. Have the students collect newspaper or magazine articles about the origin of the first people of America. (National Geographic Magazine) 3. Have the students view the movie on the "Ra" expedition. CAREER: 1. Ask a paleontologist to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2367 Dr. Leakey and the Dawn of Man CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 184 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Geological Institute 2201 M Street, N.W. Washington, D.C. 20037	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDIANS OF MEXICAN AREA: MAYAS - Formation - Government - Religion - Gods - Conception of time - Architecture - Science	The student should be able to perform the following activities: 1. List at least three achievements of the Mayans in astronomy. 2. Write a one page report on the different gods and their specific role in Mayan Society. 3. In a two page paper, discuss the political life of the Mayans during the classical period. 4. Briefly explain the Mayan conception of time.	CONCEPT: One area of study in which the Mayans excelled was astronomical calculations. OBJECTIVE: The student should be able to name at least two types of jobs done by an astronomer.	ASTRONOMERS: 1. Astronomers observe and study the sun, moon, stars, and planets. They use telescopes, cameras, spectrometers, and computers. 2. A graduate degree in astronomy is required for professional positions. 3. The salaries usually range from $5,500 to $20,000 +. 4. The employment opportunities are excellent in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. As a class project, have students draw a poster size map of the Yucatan Peninsula and the Guatemalan Highlands and then draw in the major areas occupied by the Mayans. 2. Have the students draw or make one or two Mayan gods. Have them discuss the importance of the god. 3. Have the (with pictures) of how an ancient Mayan city looks today. CAREER: 1. Ask an astronomer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4939 Clues to Ancient Indian Life 2. Harlandale Audio-Visual Center: filmstrip with record- M-54(PR-268) Yucatan - Land of the Mayans CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 213 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Astronomical Society Yale University Observatory New Haven, Connecticut 06520 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Astronomers	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDIANS OF MEXICAN AREAS: AZTECS - Beginings (formation) - Social organization - Government - Economy - Religion	The student should be able to perform the following activities: 1. In a one page paper, discuss the importance to the Aztecs of the gods Huitzilopochtli and Quetzalcoatl. 2. In two or three paragraphs, trace the development of the Aztecs before the founding of Tenochtitlan. 3. Explain briefly the importance of sacrifice in the Aztec religion. 4. List at least five words which have Aztec origin in Latin America.	CONCEPT: In the Aztec society, girls were trained for domestic work. OBJECTIVE: The student should be able to name at least five jobs for household workers.	HOUSEHOLD WORKERS: 1. There are several jobs for household workers: housekeepers or buttlers manage the entire household; maids clean, make beds, do laundry, prepare and serve food; nursemaids are concerned mainly with child care; caretakers and housemen keep the yard and house clean and in good repair; personal maids or valets perform services such as caring for the employer's clothing; etc. 2. There are usually no formal education requirements; however, some economics courses are helpful. 3. Day workers usually make from $1.25 to $2.50 an hour. Live-in workers make from $25 to $100 a week. 4. There is a shortage of household workers.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Valley of Mexico and label the lakes which were present when the Aztecs arrived. 2. Have a student research and give a report on the scientific studies of the Montezumas. 3. Have the students reconstruct a scale model of Tenochtilan. 4. Have students make drawings of the Aztec gods - Huitzilopochtli, Quetzalcoatl, Tezcatlipoca and Tlaloc. CAREER: 1. Ask a household worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm 4939 Clues to Ancient Indian Life 2. Harlandale Audio-Visual Center: filmstrip with record- M-55(PR-269) The Aztecs and Cortes CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 265 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Committee on Household Employment 1346 Connecticut Avenue, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDIANS OF MEXICAN AREA: OTHER GROUPS - Olmecs - Zapotecs - Mixtecs - Toltecs - Chichimecs	The student should be able to perform the following activities: 1. List four accomplishments of the Olmecs before the beginnings of the Mayan Civilization. 2. In two or three paragraphs, discuss the architecture of the Zapotecs. 3. In a one page paper, discuss the high degree of civilization by the Toltecs. 4. Briefly explain the barbaric practices of the Chichimecs.	CONCEPT: The most impressive Toltec architecture is the religious center constructed at Teotihuacan which contains the "Pyramid of the Sun." OBJECTIVE: The student should be able to name at least four important considerations an architect would have to keep in mind when designing any structure. Examples: safety, purpose, amount of money available, etc.	ARCHITECT: 1. Architects plan, design, and oversee the construction and renovation of building. 2. Architects must have a license for the practice of architecture. In order to receive this license, the individual must have graduated from an accredited professional school and generally have three years of experience in an architects office. 3. Those beginning in private industry usually make about $120 to $160 weekly. If an architect is well established in private practice, he may make $25,000 + yearly. Those working for the federal government make around $8,500 to $14,700 yearly. 4. The occupational outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw maps of Central Mexico and how the different Toltec centers at Tula, Teotihucan and Chohula. 2. Have a group of students choose various stories from the Popol Uuh and give reports to the class. 3. Have a student make a scale model of the pyramids of the Sun and the Moon. 4. Have students read the book Mexico Before Cortez by Ignacio Bernal. CAREER: 1. Ask an architect to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Excavations at La Venta 2. Education Service Center, Region 20: 16mm films- 4939 Clues to Ancient Indian Life CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 64 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: The American Institute of Architects 1735 New York Avenue, N.W. Washington, D.C. 20006 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Architects cassette tape- Cas.T.-47 Architect	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDIANS OF ANDEAN AREA: INCAS - Origin - Society - Government - Economy - Religion - Architecture	The student should be able to perform the following activities: 1. In a one page paper, explain the formation of the Inca Empire. 2. In two or three paragraphs, discuss the pyramidal hierarchy of government officials in Inca Society. 3. Explain what is meant by "chosen women." 4. List at least three of the most important Inca gods thet came from the creator Vitacocha.	CONCEPT: The Incas developed superior mummifying methods. CAREER: The student should be able to list some of the duties of a funeral director and embalmer.	FUNERAL DIRECTORS AND EMBALMERS: 1. Funeral directors take care of the details of funerals - assist family, arrange service, help select casket, get death certificate, arrange and supervise burial, etc. They may embalm and dress the body. 2. State requirements vary, but most require high school plus one year at a mortuary school and at least one year apprenticeship. 3. Salaries average from about $7,000 to $10,000 a year. 4. The employment outlook is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student read, and then give a report in class on a portion of Bernabi Cobo's History of the New World. 2. Have each student write on imaginary account of a trip from the coast up to the city of Aryuo. 3. Have a student research and give a report in class on Pachacuti, the sun of Vitazocha. CAREER: 1. Ask a funeral director to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film- The Ancient Peruvian 2. Education Service Center: 16mm films- 2373 The Ancient Peruvian 4298 The Incas CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 132 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Selected Morticians 1616 Central Street Evanston, Illinois 60201	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDIANS OF ANDEAN AREA: CHIBCHAS - Origin - Economy - Society - Religion - Government	The student should be able to perform the following activities: 1. In a one page paper, discuss the economy of the Chibchas and how they fed their enormous population. 2. In two or three paragraphs, explain how the Incas were able to take over the Chibchas and their government. 3. List four accomplishments of Jimenez de Quesada.	CONCEPT: The Chibcha Indians engaged in the weaving of textiles. OBJECTIVE: The students should be able to name two changes that have greatly influenced the textile industry.	TEXTILE INDUSTRY WORKERS: 1. A variety of workers are involved in the textile industry: card grinders, combing tenders, frame spinners, doffers, weavers, loom fixers, etc. 2. Some production jobs in textile manufacturing require little fromal education. However, the need for skilled labor is taking over. 3. Wages have risen in recent years. The average hourly rate in 1970 was $2.52. 4. The employment opportunities in this field are good. The trend is toward workers who can operate the new equipment that eliminates old-fashioned hand-labor tasks.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students recreate a model of the Chibcha town of Popayan. 2. Have the students dramatize a face-to-face meeting between Quesada's men and the Chibchas. 3. Have the students draw parallels between the conquest of the Incas and the conquest of the Chibchas. CAREER: 1. Ask a textile industry worker to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 159 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Textile Manufacturers Institute, Inc. 1501 Johnston Building Charlotte, North Carolina 28202	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
IBERIAN BACKGROUND - Moslem Iberia - Reconquest - Spanish Nation - Siglo de Oro - Portugal - Henry the Navigator	The student should be able to perform the following activities: 1. In a one page paper, discuss the Moslem influence in Spain. 2. In a two page paper, discuss Spanish unity in an effort to rid themselves of the Moslems. 3. List four major writers in the Siglo de Oro. 4. In two or three paragraphs, explain the advances in seafering developed by the school of Prince Henry.	CONCEPT: Prince Henry of Portugal did great work in the area of navigation. OBJECTIVE: The student should be able to name two jobs which utilize navigational knowledge.	MERCHANT MARINE CHIEF MATE: 1. The chief mate is also called the chief officer or first mate. One of his responsibilities is that of assisting the captain with navigation. 2. There are no education requirements established for officers; however, tests must be passed in order to qualify. 3. Wages are paid according to the size of the vessel and the number of propellers it has. The average monthly wages for the chief mate on a cargo ship averaged around $1,300 in the early 1970's. 4. Employment of ship officers is expected to decline in the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student give a report and show pictures of Moorish influence in Spain. 2. Have some students prepare a bulletin board showing the different instruments developed by Henry the Navigator. 3. Have the students make a map of Spain and draw in the provinces where the greatest Moslem influence was felt. 4. Have a student research and give a report on the international ambitions of Queen Isabela. CAREER: 1. Ask a Merchant Marine Chief Mate to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 53 Dictionary of Occuaptional Titles Occupational Outlook Handbook 2. Education Service Center, Region 20: 16mm film- 8697 Navigation - Tool of Discovery	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AGE OF DISCOVERY - Interest in East - Columbus's voyage - Bartholomew Diaz - Vasco da Gama - Magellan - Ojeda - Cabral - Nino - Bastidas	The student should be able to perform the following activities: 1. Briefly describe the situation in the Mediterranean Sea about the time of the reconquest of Spain. 2. In a one page paper, give an account of Columbus' successes and his ultimate failures. 3. List at least four islands of importance that Columbus claimed for Spain. 4. Discuss the significance of the Magellan expedition.	CONCEPT: Some geographical knowledge was necessary for the early explorers. OBJECTIVE: The student should be able to name three areas of specialization for today's geographers.	GEOGRAPHER: 1. Knowledge of geography is the key to many problems of how best to use our environment. Geographers consider both natural and cultural problems that exist. This makes geography both a physical and a social science. 2. A bachelor's degree is usually the minimum requirement for a job in this field. A graduate degree is necessary for many jobs. 3. The salary is usually from $6,500 to $20,000. 4. There are about 7,100 geographers in the United States. About fifteen per cent of these are women. Future employment opportunities are expected to be good. 5. Some areas of specialization in the field of geography are economic, political, urban, physical, and

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a map of the Caribbean, draw in the trips and the islands discovered by Christopher Columbus. 2. Have a group of students give a fictional report on the discovery of a new world in 1973. Have them discuss what their reactions would be. 3. Have students research and explain why it was so difficult for men, let alone women, to come to the new world on a ship. CAREER: 1. Arrange to have a geographer visit the class to discuss his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 6004 Fourteen Ninety-two, part 2 8892 The Spanish Explorers CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 185 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Association of American Geographers 1710 Sixteenth Street, N.W. Washington, D.C. 20036 3. Harlandale Audio Visual Center: magnetic tape- Mag.T. Geographers	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONQUEST OF MEXICO - Hernan Cortes - Vera Cruz - Cortes' allies - Battle of Cholula - Montezuma's defeat - Spanish retreat - Reconquest	The student should be able to perform the following activities: 1. In two or three paragraphs, discuss the myths which lured the Spanish to Mexico. 2. Briefly explain the importance of the help given Cortes by the Indian tribes and La Melenche. 3. In a one page paper, discuss the entrance of the Spanish to Tenochtitlan and Montezuma's acceptance of the Spanish. 4. List at least four events that lead to the retreat of the Spanish.	CONCEPT: The accumulation of stories and legends from throughout history is an important contribution to historical knowledge and understanding. Those who research, analyze, and evaluate such information are called historians. OBJECTIVE: The student should be able to participate in a class discussion about the contributions of historians.	HISTORIAN: 1. Historians are primarily engaged in teaching, research, or writing. Some historians are archivists. They identify, preserve, and make available documentary materials of historical value. 2. A graduate degree is usually necessary for a position in this field. 3. A historian working for the government usually makes from $6,500 to $20,000. Those working in colleges and universities make about $7,000 to $18,000. 4. There are approximately 15,000 people employed as historians. Employment in this occupation is expected to increase rapidly in the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student bring to class and read the account by Bernal Diaz del Castillo of the entering into Tenochtitlan. 2. Have students prepare oral reports on the estimated population of Tenochtitlan at the time of the conquest. 3. Have the students prepare a bulletin board display on the Aztecs of Mexico. CAREER: 1. Ask a historian to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip with record- M-52(PR-267) Mexico - The Land and Its History CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 377 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Historical Association 400 A Street, S.E. Washington, D.C. 20003 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Historians	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONQUISTADORES IN NORTH AMERICA - Ponce de Leon - Narvaez - Nuno de Guzman - Marcos de Niza - Coronado - De Soto	The student should be able to perform the following activities: 1. In two or three paragraphs, discuss the explorations of Panfilo de Narvaez. 2. Write one page report on Coranado's futile search for the Seven Cities. 3. Briefly discuss the objectives Ponce de Leon had in mind where he began his expedition.	CONCEPT: Lured by rumors of cities of gold, Coronado explored the American Southwest. When gold and silver were first discovered, ancient jewelers found them easy to work with and combined them with gems to make jewelry. OBJECTIVE: The student should be able to name at least two qualifications necessary for a jeweler. Examples: steady hands, eye - hand coordination, etc.	JEWELERS: 1. Jewelers make, repair, buy, and sell jewelry. 2. The educational requirements are trade school courses, three-or four-year apprenticeship, ou on-the-job training. 3. Repairmen in retail stores or trade shops make about $80 to $200 a week. Manufacturing jewelers make from $1.60 to $3.05 an hour. 4. Skilled jewelers have little trouble finding jobs.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a map of the United States, trace the wanderings of both Ponee de Leon and Coronado. 2. Have the students look up and make drawings of the Zuni Indian villages believed to be the Seven Cities of Gold. 3. Have the students write descriptions of a trip with the Coronado expedition through the Southwest. CAREER: 1. Ask a jeweler to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8892 The Spanish Explorers 2. Harlandale Audio Visual Center: filmstrips- E-40 Story of H. De Soto E-34 Coronado E-33 De Leon and De Soto CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 200 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Retail Jewelers of America 1025 Vermont Avenue, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONQUEST OF SOUTH AMERICA - Pizzaro's Plan - Conquest of Peru - Almagro's Conquest - Germans in Venezuela - La Plata - Brazil	The student should be able to perform the following activities: 1. In two or three paragraphs, discuss the plan Pizzaro had for the conquest of the Incas. 2. Briefly discuss the disintegration of the Inca Empire which aided Pizzaro. 3. In a one page paper, discuss the Welser enterprise in Venezuela. 4. List the attempts by the Spanish to conquer the Rio de La Plata region.	CONCEPT: Welser family of merchants from Germany were first granted the right to settle Venezuela. Today there are good opportunities for merchants in the area of gift shops. OBJECTIVE: The student should be able to name at least two job responsibilities of gift shop owners and managers.	GIFT SHOP OWNERS AND MANAGERS: 1. The gift shop owner must know the merchandise - how to acquire it, advertise it, keep records on it, and sell it - to be successful. 2. As in most retail businesses, a specific amount of education is not as requisite to operating a gift shop. However, completion of high school is recommended. 3. Income varies for shop owners. Some earn little more than expenses, while others may make as much as $20,000 or more annually. 4. The outlook in this area is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have some students recreate a confrontation between Pizzaro's men and the Incas in the capital city of Cuzco. 2. Have the students make a map and draw in the countries which make up the Rio de La Plata region. 3. As a class project, have students research and report how many different Europian languages are spoken in Latin American. CAREER: 1. Ask a gift shop owner or manager to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8153 Geography of South America - The Continent 2. Harlandale Audio-Visual Center: 16mm film- 16-382 South America filmstrip- E-36 Balbon and Pizzaro CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 234 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Gift Decorative Accessories Association of America 51 Madison Avenue New York, New York 10010	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPAIN'S GOVERNMENT IN AMERICA: THE KINGS - Crown of Castile - Adelantado - Cabildo - Regidores - Alcaldes - Audiencia	The student should be able to perform the following activities: 1. Write a one page paper on the role of the Crown of Castile in relationship to the ownership of land. 2. List at least four duties or privileges granted to the adelantado. 3. In two or three paragraphs, discuss the judicial role of the audiencia. 4. List three similarities and differences between the regidores and the alcaldes.	CONCEPT: Each district was assigned an alcalde. He had a variety of duties to perform one of which was to maintain law and order. Today this job is the responsibility of the local police. OBJECTIVE: The student should be able to list five duties and responsibilities of a policeman. Examples: patrol streets, investigate crimes, etc.	POLICEMAN: 1. In a small community, policemen handle many police duties. In large police departments, policemen are usually assigned to a specific duty. 2. Usually a high school diploma is required for this job. Local civil service regulations generally govern the appointments of policemen. Emphasis is placed on post-high school training and courses taken in sociology, psychology, minority relations, and law enforcement. 3. In 1970, entrance salaries averaged $8,500. 4. In 1970, there were 330,000 full-time policemen and policewomen in local police departments. The employment outlook in this field is very favorable through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a chart distinguishing between the rights and powers of the cabildo and the audiencia. 2. Have the students compare the type of officials in Colonial Spain and those of the United States today. 3. Have a student research and make a presentation on the significance of the cabildo abierto to the American way of life. CAREER: 1. Ask a local police officer to speak to the class about his job.	CURRICULUM: CAREER: 1. Harlandale Audio-Visual Center: filmstrip- T-82 Police and Police Protection cassette tape- Cas.T.-29 Policeman 2. San Antonio Public Library: 16mm film- The Policeman and His Job 3. Harlandale Occupational Orientation Office: tape- Your Future as a Policeman and Policewoman 4. School Counselor or Librarian: SRA Occupational Briefs # 54 and # 107 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPAIN'S GOVERNMENT IN AMERICA: THE VICEROY - Powers - Viceroyalties - Visitador - General - Important viceroys	The student should be able to perform the following activities: 1. List four powers delegated to the viceroy. 2. Write a one page biographical sketch of Francisco de Toledo. 3. In a one page paper, discuss the importance of the visitador-general.	CONCEPT: The viceroy, or governor, was the administrative manager of Spain's colony he governed. OBJECTIVE: The student should be able to explain the type of work done by an administrative manager.	ADMINISTRATIVE MANAGERS: 1. An administrative manager has several general areas of responsibility: planning and scheduling work and deciding how it can be done most efficiently; supervising and instructing those who perform the work; and introducing new methods and procedures and equipment to help personnel and customers. 2. A bachelor's degree in business administration or accounting is desirable for this position. 3. Salaries range from about $4,000 to $20,000 a year. 4. Employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student write and report in class on the comparison between the powers of the King and those given to the viceroy. 2. Have the students weite an imaginary acouunt of an inspection trip by the viceroy of New Spain to Vera Cruz. 3 Have the students draw in the boundaries of the Spanish viceroyalties on a map of South America. CAREER: 1. Ask an administrative manager to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 339 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Administrative Management Society Maryland Road Willow Grove Pennsylvinia 19090 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Managerial Occupations	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPAIN'S GOVERNMENT IN AMERICA: OTHER IMPORTANT PEOPLE - Presidencias - Captaincies - General - Corrégidores - Intendencies	The student should be able to perform the following activities: 1. In a two page paper, compare the philosophy of the Hapsburgs to the Bourbons in relation to government in the New World. 2. Briefly discuss the small administrative units of the presidencias and captaincies-general. 3. List five duties assigned to the corregidores. 4. In a one page paper, discuss how the intendencies took power away from the viceroys.	CONCEPT: The corregidor was the chief magistrate of a town. Today we have city managers to perform many of the same duties. OBJECTIVE: The student should be able to list at least two job responsibilities of a city manager.	CITY MANAGER: 1. City managers develop, administer, and supervise city government in line with policies set by the mayor and the council. They appoint and supervise department heads, and other employees; see that all laws and ordinances are enforced; etc. 2. A bachelor's degree in public administration, political science, business administration or the social sciences is usually required. 3. Salaries vary according to the size of the city. They usually make from $9,000 to $30,000. 4. The employment opportunities in this field are fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have some students report on how the changes in Spain resulted in the Bourbons taking control of that country. 2. Have a student pretend to be a Corregidor and explain how he would collect taxes from the Indian tribes. 3. Have the students stage an Eighteenth Century meeting with the Intendent on some problem in New Spain. Examples: Education, Indian trouble or silver mining. After the discussion, write a letter to the king about the feelings of the townspeople. CAREER: 1. Ask a city manager to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 96 Dictionary of Occuaptional Titles Occupational Outlook Handbook 2. Write to: International City Management Association 1140 Connecticut Avenue, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE CULTURE OF SPANISH-AMERICA - Education - Literature - Drama - Music - Art - Architecture	The student should be able to perform the following activities: 1. List two universities founded in Spanish Colonial America before 1630. 2. Write a one page paper on the life of Sor Juana Ines de la Cruz. 3. Briefly identify three dramatists whose plays were being produced in Spanish Colonial America. 4. In two or three paragraphs, explain how the painters and sculptors of Spanish America were imitators rather than creators.	CONCEPT: Some great artists came from Spanish-America. OBJECTIVE: The student should be able to name at least two Spanish-American artists.	ARTIST - FINE ARTS: 1. Art is an expression. The artist creates an abject that will evoke a visual experience. 2. Special training and post-high school courses in art are important; however, artistic ability is certainly the most important qualification for success in this field. 3. While continuing his own work, the free-lance artist makes a living by working on commissioned assignments. The life of an artists on a regular salary is much more secure. Artists with experience usually earn from $3,500 up - and the "up" can be very much higher.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students act out a portion of one of the plays of either Tiroso de Molina or Calderon de la Barca. 2. Have a group of students read to the class some of Sor Juana Ines de la Cruz's poetry. 3. Have some students make a bulletin board on churches built in Latin America during the Colonial Period. CAREER: 1. Ask an artist to visit the class to discuss his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- The Oroyco Mural: Quetyacoatl Arts and Crafts of Mexico Mexican Potters Mexican-American Heratige Town in Old Mexico Spanish Influence in the United States 2. Education Service Center, Region 20: 16mm films- 8826 Mexican Ceramics 8790 Arts and Crafts of Mexico, part 2 8829 Discovering the Music of Latin America 4329 Latin America - An Introduction 8767 Latin America - Neighbors to the South CAREER: 1. Education Service Center, Region 20: 16mm film- 8470 Changing Art in Changing World 2. Harlandale Audio-Visual Center: record with filmstrip- PR-477 Careers in Fine Arts 3. School Counselor or Librarian: SRA Occupational Brief # 291 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PEOPLE OF COLONIAL LATIN AMERICA - Class society - Peninsular - Creole - Mestizo - Indio	The student should be able to perform the following activities: 1. List at least four limitations of jobs placed on the creole class. 2. In a one page paper, discuss how the Indians in the mountains were able to maintain their customs. 3. In two or three paragraphs, discuss the importance of the mestizos and the hacieudas.	CONCEPT: Physical anthropologists study the geographical distribution of human physical characteristics trying to establish differences between races or groups of people. OBJECTIVE: The student should be able to name two reasons why studying the geographical differences in location of people would help a physical anthroplolgist in his work.	ANTHROPOLOGISTS: 1. Anthropologists study various aspects of both primative and civilized cultures. These aspects might be in the areas of art, language, religion, etc. 2. A graduate degree is usually required for most positions in this field. 3. The salary is usually from $8,000 to $20,000 +. 4. There are about 3,100 people in the field or anthropology. Out of this number, twenty per cent are women. The number of anthropologists is expected to increase throughout the 1970's. 5. Areas of specialization in this field are linguistics, physical anthropology, cultural anthropology, and ethnology.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students sketch the type of dress the Peninsular class would wear on an afternoon on the Paseoin Mexico City. 2. Have the students research and compare the encomienda system to that of the hacienda. 3. Have students dramatize for the class a living room scene where a Peninsula girl announces her marriage to a Mestizo man. 4. Have the students develop a graph showing the population of Latin America in the middle of the Eighteenth Century according to the four social classes. CAREER: 1. Invite an anthropologist from one of the local universities to visit the class to discuss his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4862 Spain in the New World - Colonial Life in Mexico CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 197 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Anthropologist Association 3700 Massachusetts Avenue, N.W. Washington, D.C. 20016 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Anthropologists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDEPENDENCE OF MEXICO AND CENTRAL AMERICA - Revolutionary ideas - Mestizo leaders - Creole leaders - Military success - Social success - Political success	The student should be able to perform the following activities: 1. List four Mestizo leaders of the Independence Movement in Mexico. 2. Write a one page biographical sketch of Agustin de Iturbide. 3. List three major battles of the Army of Hidalgo and explain their outcome. 4. In a two page paper, discuss whether or not the Mexican Independence War was truly a revolution.	CONCEPT: Public opinion plays an important part in gaining support for a revolution. This is also true in the marketing research field in relationship to a product on the market. OBJECTIVE: The student should be able to discuss and explain the role of marketing research in today's society.	MARKETING RESEARCH WORKERS: 1. Marketing research workers collect, organize, and analyze certain facts and then come up with public opinion information. 2. There are about 20,000 men and women in this field. Thousands of others work as part-time or temporary survey interviewers. 3. Most jobs in this field require a college education with some basic courses in English, marketing, math, economics, sociology, psychology, and political science.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a map of Central Mexico, have the students trace the movements of Hidalgo's Army. 2. Have the students stage a "mock" trial either Father Hidalgo or Maria Morelos. 3. Have the students bring pictures to class of Diego Rivera's mural in the Museum of Chapultepec which tells the story of Hidalgo's battles. CAREER: 1. Arrange to have a market research analyst visit the class to discuss his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 210 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INDEPENDENCE OF SOUTH AMERICA - Political revolution - Social revolution - Leaders - Battles - Successes - Failures	The student should be able to perform the following activities: 1. List the countries, in order, which were liberated by Simon Bolivar. 2. Write a one page biographical sketch of Simon Bolivar. 3. In a one page paper, discuss the dissatisfaction among the Portenos that led to revolution in the Rio de La Plata region.	CONCEPT: The United States hailed South American independence because American shippers were building up a profitable trade with the independent countries. OBJECTIVE: The student should be able to name at least two responsibilities of a warfinger.	WARFINGER: 1. The warfinger performs a multi-duty job, combining public contact, inspection, and bookkeeping tasks in connection with water transportation and shipping operations. 2. There is a limited number of warfingers in the United States. Job opportunities for a small number of additional warfingers will be created. 3. A high school diploma is usually required for this job. 4. Wages vary across the country. In 1965, the salary was about $4,000 to $600 a mouth on the average.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students re-enact the meeting between Simon Bolivar and Jose de San Martin in Guayaquil in July 1922. 2. On a map of South America, have the students shade in with one color the countries liberated by Bolivar and with another color the countries liberated by San Martin. 3. Have some students research and give a report on the activities of Simon Bolivar in the United States. CAREER: 1. Have the students research all the possible available jobs at a port or harbor.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4077 Bolivian - South American Liberator CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICO: ITURBIDE TO JUAREZ - Constitution - Federalists - Centralists - Santa Anna - Benito Juarez - La Reforma - French Intervention - Lerdo	The student should be able to perform the following activities: 1. Briefly discuss the events that led to the crowning of Augeistin Iturbide as King of Mexico. 2. In a one page paper, compare and contrast the views of the conservatives and the liberals in their fight for Mexico's first Constitution. 3. Write two or three paragraphs on the life of Santa Anna. 4. Write a two page biographical sketch of Benito Juarez. 5. List four accomplishments of La Reforma.	CONCEPT: Mexico placed emphasis on her military at this time. OBJECTIVE: The student should be able to name at least ten job opportunities in the Armed Forces.	ARMED FORCES: 1. The United States Armed Forces is composed of the Army, Navy, Marine Corps, Air Force, and Coast Guard. 2. The Armed Forces often provides young people with training and experience very suitable for a civilian career. 3. Pay rates are identical for comparable ranks in all branches of the Armed Forces.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research and give a report in class on the reign of Maxamillion I in Mexico. 2. Have a student make a model of the black carriage in which Juarez, O'Campo, and Lerdo traveled around Mexico. 3. Have the students debate whether or not Berrito Juarez deserves to be most outstanding hero in Mexico. CAREER: 1. Ask a representative from the Armed Forces to speak to the class about opportunities in the Armed Forces.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips with records- M-58 (PR-269) The Life of Benito Juarez M-52 (PR-267) Mexico - The Land and Its History CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 161 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICO: PORFIRIO DIAZ - Allies - Army - Foreign interest - Cientificos - Opposition	The student should be able to perform the following activities: 1. List and explain the importance of four of Porfirio Diaz's allies. 2. In a two page paper, discuss how Diaz was to bring business to Mexico from other count countries and what those businesses were. 3. Write a biographical sketch on the Diaz historian Justo Sierra. 4. Briefly discuss the importance of positivism during the rule of Porfirio Diaz.	CONCEPT: With industrial metals in demand, new foreign mining enterprises were given concessions in Mexico. OBJECTIVE: The student should be able to explain why mining engineers are in more demand than other mining positions.	MINING ENGINEERS: 1. Mining engineers perform a variety of duties. They may help in the quest for deposits, decide if the deposit is rich enough to mine, determine the most feasible means of extraction to the surface of the earth, etc. They are in charge of safety, personnel, equipment, and all general mining operations. 2. A college degree in mining is necessary in order to enter this field. 3. The salaries usually range from $7,800 to $25,000 + a year. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students make a chart on the amount of money coming into Mexico from 1876 to 1910 from other countries. 2. Have a student research and present to the class a report on Jose Yves Limantour. 3. Have the students draw cartoons on the dictatorship of Porfirio Diaz. CAREER: 1. If possible, arrange for a mining engineer to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip with record- M-52 (PR-267) Mexico - The Land and Its' History CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 207 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Society of Mining Engineers of the American Institute for Mining, Metallurgical, and Petroleum Engineers 345 East 47th Street New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICO: RENOLUTION TO PRESENT - Madero - Huerta - Carranza - Villa - Obregon - Calles - Cardenas - Turn to the right	The student should be able to perform the following activities: 1. In a one page paper, explain the importance of the brothers Magon and Zapatistas in aiding Madero. 2. In two or three pages, discuss the role of Victoriano Huerta. 3. Indicate on a chart, the year and president in power from 1911 to 1917. 4. In a one page paper, discuss the constitution of 1917. 5. List four industries naturalized by Lazaro Cardenas.	CONCEPT: The iron and steel industry is a vital element to the economy of Mexico. OBJECTIVE: The student should be able to name at least three jobs in the steel industry.	STEEL WORKERS: 1. There are many workers involved in the production of steel. Some of these are the stockhouse men, skip operators, stove tenters, blowers, keepers, hot-metal cranemen, door operators, melters, ladle cranemen, pourer, etc. 2. A high school graduate is preferred for jobs in this field. 3. The minimum hourly rate for the lowest job classification in the steel industry in 1970 was about $2.77. The average weekly pay is about $110. 4. The demand for workers in this area should remain somewhat constant. There are about 12,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students make a college of the revolution and include all the participants. 2. Have a student research and present to the class a report Alvaro Obregon. 3. Have the students prepare and then present a skit on a meeting between Carranza and "Pancho" Villa. CAREER: 1. If possible, arrange to have someone who works in the steel industry to speak to the class about job opportunities in the steel industry.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Tomorrow's Mexico 2. Education Service Center, Region 20: 16mm films- 2097 Latin America, Part 1 2098 Latin America, Part 2 8271 Mexico, Part 1 8272 Mexico, Part 2 3. Harlandale Audio-Visual Center: 16mm films- 16-681 Mexico: Changing Land 16-256 Mexico Village in Transition 16-461 Mexico City 16-491 Mexico, Land to Color and Contrast filmstrips- H-24 Farmen of Mexico H-27 Ranch in Northern Mexico CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 84 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United Steel Workers of America 1500 Commonwealth Building Pittsburgh, Pennsylvania 15227	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CENTRAL AMERICA - United Provinces - Guatemala - El Salvador - Honduras - Nicaragua - Costa Rica - Panama	The student should be able to perform the following activities: 1. List four accomplishments of Rafael Carrera. 2. In a one page paper, discuss the accomplishments of Tiburcio Carias. 3. In two or three paragraphs, discuss the rule of the Somoza family, in Nicaragua. 4. In a one page paper, discuss how much the economy of Panama is dominated by the United States.	CONCEPT: The production of fruit is important to the Central American countries. OBJECTIVE: The student should be able to name the areas of the United States where fruit is grown.	FRUIT GROWERS: 1. Fruit growers must perform a variety of tasks: plowing, planting, pruning, harvesting, marketing, etc. 2. In order to come out ahead, the fruit grower needs to take in at least $15,000 a year. One third of this is then left over for himself and his family. 3. There has been a decline in the number of fruit growers in recent years.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a chart and list the products that come out of Central America which are of importance to the rest of the world. 2. Have a student do a research paper on John Lloyd Stephens. 3. Have some students do a report on the "pros" and "cons" of the United Fruit Company. CAREER: 1. Ask a fruit grower to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Panama 2. Education Service Center, Region 20: 16mm films- 8806 The Panama Canal, Gateway to the World 8048 Central America - The Crowded Highlands 8073 The Coastal Lowlands of Central America 2097 Latin America, Part 1 2098 Latin America, Part 2 8274 Middle America - The Land and the People 3. Harlandale Audio-Visual Center: filmstrips- H-23 Costa Rica, the Rich Coast H-25 Panama and the Canal H-26 People of Guatemala CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 44 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United Fresh Fruit and Vegetable Association 777 14th Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CARIBBEAN COUNTRIES - Cuba - Haiti - Dominican Republic	The student should be able to perform the following activities: 1. In a one page paper, discuss the importance of the rule of Cuba by the United States under the Platt Amendment. 2. Write a biographical sketch of Fulgencio Batista. 3. In a two page report, discuss the invasion and eventual take-over by Fidel Castro of the island of Cuba. 4. Briefly discuss the rule of Francois Duvalier.	CONCEPT: One of the chief products of Haiti is wood. OBJECTIVE: The student should be able to name at least three necessary attributes for today's lumberman. Examples: strength, courage, skill, mechanical ability, etc.	LUMBERMAN: 1. There are a variety of jobs for men in the lumber industry. The fallers begin the harvest by cutting the trees. The buckers trim off the limbs and cut the trunk into lengths suitable for lumber. A log scaler measures the logs. At the sawmill, the boom men walk on the logs in the pond and separate them. The deck scaler measures the logs to determine the number of feet of lumber it contains. There are eight to ten other workers down the line before the finished product goes to market. 2. There are usually no educational requirements for this job. 3. Wages vary greatly according to the area of employment. The average worker earns $1.75 to $4.00 an hour.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have some students report on the dramatic interview of Fidel Castro by Herbert L. Mathews of the New York Times. 2. Have the students make charts indicating sugar production in Cuba before and after the take-over of Fidel Castro. 3. Have a student research and explain to the class the Caste System which existed in Haiti. CAREER: 1. Ask a lumberman to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm films Cuban Crisis Latin America, Past, Present and Future The Years Under Castro 2. Education Service Center, Region 20: 16mm films- 4944 Cuba - The Land and the People 2097 Latin America, Part 1 2098 Latin America, Part 2 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief 105 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Forestry Association 919 17th Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ANDEAN COUNTRIES - Ecuador - Peru - Bolivia - Chile	The student should be able to perform the following activities: 1. In a two page paper, discuss the accomplishments and failures of the Age of Garcia Moreno. 2. List at least four accomplishments of the Age of Guarro. 3. Briefly discuss the failures of the Republicans in Bolivia in the 1950's. 4. List three difficulties that faced President Frei when he took office in 1964.	CONCEPT: Peru is one of the World's fishing nations. OBJECTIVE: The student should be able to list three characteristics of most fishermen. Examples: love of outdoors, good seamanship ability, physical stamina, etc.	FISHERMEN: 1. Tuna fishing is one of the most important kinds of commercial fishing in the United States. This is part of a $454 million industry for more than 130,000 fishermen. Shrimp accounted for more than $100 million in 1967. 2. Requirements for today's fisherman are expert seamanship, courage, mechanical ability, physical stamina, business ability, and knowledge of navigation. 3. Most fishermen are not paid salaries. They are usually paid on a share basis basis of the catch. Captains can earn $15,000 a year or more. A fisherman in a good year can earn more than $10,000. 4. Fishing in the United States is still a big industry, but it has been declining in recent years.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research and present to the class what is meant by the term "Chile: the four countries." 2. Have a student write a report on the Peru - Cornell project. 3. Have the students collect pictures of the architectural heaven which exists in the city of Quito. 4. Have the students research and draw pictures of the colorful dress of the Indians of Bolivia. CAREER: 1. Ask a fisherman to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm films- Farmers of the Andes Amazon Family Highlands of the Andes People of Chile So That Men are Free South America 2. Education Service Center, Region 20: 16mm films- 8379 South America 8059 Chile (Spanish) 2097 Latin America, Part 1 2098 Latin America, Part 2 8807 Peru - People of the Andes 8033 Bolivia 8110 Ecuador 8309 Peru 3. Harlandale Audio-Visual Center: 16mm film- 16-37 Chile filmstrips- H-37 Inca Lands in Peru H-36 Highlands People of Bolivia H-32 Chile H-33 Peru H-34 Desert to Forest in Chile CAREER: 1. School Counselor orLibrarian: SRA Occupational Brief # 49 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Tunaboat Association 1 Tuna Lane San Diego, California 92101 National Fisheries Institute 1225 Connecticut Avenue, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
BRAZILIAN AREA - Pedro I and II - Republic - Getulio Vargas - Venezuela - Colombia	The student should be able to perform the following activities: 1. In a one page paper discuss the government of Pedro II of Brazil. 2. Write a one page biographical sketch of of Getulio Vargas. 3. In two or three paragraphs, discuss the rule of Pomulo Betancourt and Raul Leoni. 4. Briefly discuss the liberal - conservative struggle in Colombia in the twentieth century.	CONCEPT: The oil industry is of primary importance in Venezuela. OBJECTIVE: The student should be able to name the positions on a typical rotary drilling crew.	ROTARY DRILLING CREWS: 1. Typically a rotary drilling crew consists of a driller and four or five helpers. The rotary driller operates the machinery to control speed and pressure. The derrickman is second in charge. Other members are the rotary helper, engineman, the tool pusher or chiefdriller, and the roustabout. 2. These workers usually begin as helpers and then advance to one of the specialized jobs. A high school or vocational school education is usually required. 3. In 1970, the average earnings of nonsupervisory positions was about $153.87 weekly or $3.57 per hour. 4. The employment outlook in this field is very good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students create a collage of the different products that are produced in Brazil. 2. Have some students research and present to the class with records the different types of dances which have originated in both Venezuela and Colombia. 3. Have a student research and make a presentation on the Modern City of Rio de Janeiro. CAREER: 1. Invite a rancher to speak to the class about his job.	CURRICULUM: 1. San Antonio Public Library: 16mm films- Brasilia Republic of Colombia South America 2. Education Service Center, Region 20: 16mm films- 8746 Colombia 2097 Latin America, Part 1 2098 Latin America, Part 2 8434 Venezuela 8789 The Amazon, People and Resources of North Brazil 8718 Brazil - Change Comes to the Rain Forest 8075 Colombia 8397 South America 2020 Brazil - The Rude Awakening, Part 1 3. Harlandale Audio-Visual Center: 16mm films- 16-467 Brazil, People of the Highlands 16-304 The Amazon filmstrips- H-39 New Venezuela H-38 Mountain Farmers of Colombia H-29 Colombia and Venezuela H-30 Brazil H-35 Amazon Village CAREER: 1. Harlandale Audio-Visual Center: 16mm film- 16-689 Cattleman filmstrip- M-97 The Story of Agriculture and Stock Raising 2. San Antonio Public Library: 16mm films- Lone Star Roundup Grass and Cattle 3. Education Service Center, Region 20: 16mm film- 2372 Our Changing Way of Life - Cattleman-A Rancher's Story	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RIO DE LA PLATA REGION - Argentina - Uruguay - Paraguay	The student should be able to perform the following activities: 1. Briefly discuss the struggles between the gauchos and the caudillos in Argentina. 2. Write a two page report on the rule of Juan Peron. 3. List five accomplishments of Jose Batlle and Ordonez. 4. In two or three paragraphs, discuss the results of the Chaco War.	CONCEPT: The cattle industry is very important to Argentina. OBJECTIVE: The student should be able to name four major problems encountered by the cattle rancher. Example: disease of cattle, etc.	CATTLE RANCHER: 1. The number of cattle ranchers has declined as the years have gone by. The ranches are larger than before however. 2. Having grown up on a ranch is an important asset to someone interested in this area. Courses are also available in some high schools and colleges. 3. The outlook, economically, in cattle ranching is expected to improve with the increase in population, thus causing a greater demand for beef.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have some students give a report on the latest attempt by Juan Peron to return to Argentina for support. 2. Have the students make maps of southern South America and to shape in the countries which touch the Parana, Uruguay and De la Plata Rivers. CAREER: 1. Invite a rancher to speak to the class about his job.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- H-31 Argentina 16mm film- 16-477 Buenos Aires - Gateway to Argentina 2. Education Service Center, Region 20: 16mm films- 8021 Argentina 8719 Argentina - The Port City and the Pampa CAREER: 1. Harlandale Audio-Visual Center: 16mm film- 16-689 Cattleman filmstrip- M-97 The Story of Agriculture and Stock Raising 2. San Antonio Public Library: 16mm films- Lone Star Roundup Grass and Cattle 3. Education Service Center, Region 20: 16mm film- 2372 Out Changing Way of Life - Cattleman-a Rancher's Story 4. School Counselor or Librarian: SRA Occupational Brief # 42 Dictionary of Occupational Titles Occupational Outlook Handbook	

APPENDIX

SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or opaque projections
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television Programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

Latin
America

THE NATIONS OF LATIN AMERICA

1. ARGENTINA - independence from Spain, 1816. Area - 1,072,749 sq. mi. Population - 23,983,000. Capital - Buenos Aires. Chief products - grains, meat, wool, hides. Sheep, cattle, horses, goats, and pigs form the chief wealth of ranches.

2. BOLIVIA - independence from Spain, 1825. Area - 424,163 sq. mi. Population - 4,804,000. Capital - La Paz. Chief products - tin and other metals, petroleum, potatoes, bananas, citrus fruits, rubber, cinchona bark.

3. BRAZIL - independence from Portugal, 1889 (declared a federal republic). Area - 3,287,195 sq. mi. Population - 93,700,000. Capital - Brasilia. Chief products - coffee, cotton, beans, cacao, tobacco, sugar, hides, automotive parts, aluminum, petro-chemicals, cement, and pharmaceuticals.

4. CHILE - independence from Spain, 1818-18. Area - 286,396 sq. mi. Population - 9,566,000. Capital- Santiago. Chief products - copper (a world leader), nitrate, iodine, wheat, rice, barley, oats, beans, lentils, apples, melons, peaches, plums.

5. COLOMBIA - independence from Spain, 1886. Area - 455,335 sq. mi. Population - 20,463,000. Capital- Bogota. Chief products - 95 per cent of world's gem emeralds, coffee, rice, tobacco, cotton, petroleum, minerals, dyewoods.

6. COSTA RICA - independence from Spain, 1821. Area 23,421 sq. mi. Population - 1,695,000. Capital- San Jose. Chief products - coffee, bananas, fats, oils, timber, cotton, rubber.

7. CUBA - independence from Spain, 1902. Area 44,206 sq. mi. Population - 8,250,000. Capital - Havana. Chief products - sugar, tabacco, textiles, cabinet woods.

8. DOMINICAN REPUBLIC - independence from Spain, 1844. Area - 19,333 sq. mi. Population - 4,174,000. Capital - Santo Domingo. Chief products - sugar, cacao, coffee, livestock.

9. ECUADOR - independence from Spain, 1830. Area - 116,270 sq. mi. Population - 5,890,000. Capital- Quito. Chief products - minerals, petroleum, bananas, cement, edible oils, textiles.

10. EL SALVADOR - independence from Spain, 1821. Area - 8,259 sq. mi. Population - 3,390,000. Capital - San Salvador. Chief product - coffee (80 per cent of exports).

11. GUATEMALA - indepencence from Spain, 1839. Area - 42,042 sq. mi. Population - 5,014,000. Capital - Guatemala City. Cheif products - coffee, rare woods, bananas, cotton, chicle gum.

12. GUYANA - independence from France and Great Britain, 1966. Area - 83,000 sq. mi. Population - 742,000. Capital - Georgetown. Chief products - sugar, rice.

13. HAITI - independence from Spain and France, 1804. Area - 10,714 sq. mi. Population - 4,768,000. Capital - Port-au-Prince. Chief products - coffee, molasses, wood.

14. HONDURAS - independence from Spain, 1821. Area - 44,482 sq. mi. Population - 2,495,000. Capital - Tegucigalpa. Cheif product - bananas.

15. MEXICO - independence from Spain and France, 1823. Area - 758, 259 sq. mi. Population - 48,313,438. Capital - Mexico City. Chief products - minerals, petroleum, livestock, cotton, coffee, cane sugar, tomatoes, fresh and frozen meats.

16. NICARAGUA - independence from Spain, 1838. Area - 57,145 sq. mi. Population - 1,915,000. Capital - Managua. Cheif products - meat, bananas, lumber, cotton, coffee, sugarcane, corn, beans, cacao, rice, tobacco, wheat.

17. PANAMA - independence from Spain, 1903. Area 28,576 sq. mi. Population - 1,417, 000. Capital - Panama City. Cheif products - bananas, pineapples, cacao, coconuts, livestock, coffee, rice, sugar, abaca fiber, cement, shrimp.

18. PARAGUAY - independence from Portugal and Spain, 1811. Area - 157, 000 sq. mi. Population - 2,303,000. Capital - Asuncion. Chief products - livestock, timber, corn, mandioca, cotton, beans, peanuts, tobacco, citrus fruits, beef, cotton fiber, quebracho wood, tannin, hides, vegetable oils.

19. PERU - independence from Spain, 1824. Area 514,049 sq. mi. Population 13,172,000. Capital - Lima. Chief products - fish (world's top fishing nation), cotton, livestock, wool, hides, sugar, coffee, rice, potatoes, beans, barley, tobacco.

20. URUGUAY - independence from Spain, 1825. Area - 72,172 sq. mi. Population - 2,852,000. Capital - Montevideo. Chief products - livestock, meat, wool, hides, corn, citrus fruits, rice, oats, linseed. Meat packing, metallurigical, textile, and wine making industries are important.

21. VENEZUELA - independence from Spain, 1830. Area - 352,150 sq. mi. Population - 10,035,000. Capital - Caracas. Chief products - oil (world's largest producer), livestock, iron, gold, copper, salt, tin, manganese, asbestos, diamonds, mica, coffee, canned and dried fish, sisal, cacao, balata, tonka beans, rubber, steel, plate glass, flour.

STORIES BEHIND THE NAMES OF LATIN-AMERICAN COUNTRIES

1. MEXICO was named by the Aztecs for their tribal war-god, Mexitl. Hence, the name means "Temple of Mexitl, the war-god."

2. GUATEMALA comes from the Indian word "Quauhtemallan," meaning "Rotten Tree." When the Indians explored Guatemala they found it heavily forested, but a blight had killed many trees. So they named it "the land of rotten trees."

3. EL SALVADOR means "Holy Saviour," under whose protection the colony was placed by the Spanish explorers.

4. HONDURAS is a Spanish word meaning "depths." The country was so named because when the Spanish ships first sailed into the harbors they found waters so deep that they could not anchor. Hence, it has been known as "The Land of Deep Waters."

5. NICARAGUA derives its name from "Nicarao," the name of a great Indian chief who once ruled the land.

6. COSTA RICA is Spanish for "rich coast." When the Spanish explorers landed there they found that the natives had quantities of gold and that the coastal plains were very fertile, so they named it "The Rich Coast Land."

7. PANAMA is an Indian word meaning "abounding in fish." The Indians gave this name to their country because they found many different species of fish in the warm waters surrounding the country.

8. COLOMBIA was named for Columbus, who first landed there on his voyage of exploration.

9. PARAGUAY was named by the Indians for its great river which they called "Paraguacu" or "the great water."

10. ARGENTINA means "Land of Silver" and was so named by the Spanish because they believed that they would find rich silver deposits there.

11. VENEZUELA is Spanish for "little Venice." Venice is a city in Italy which was famous for being built on posts in a swamp. When the Spanish, who knew about old Venice, came to the coast of Venezuela, they found there an Indian village built on posts over water along the coast. So, of course, they exclaimed at once, "Here is a new Venezuela...little Venice!"

12. BRAZIL derives its name from the Portuguese word "braza" meaning "live-coal." Not long after the country was discovered, it was found to contain a wood which gave a bright red dye. This was called "braza" or "live-coal" wood and soon the country was called Brazil, or land of the braza wood.

13. URUGUAY is a word which means, in an Indian dialect, "bird's tail." The Indians named the country after a great waterfall which resembles the outspread tail of a bird.

14. CHILE was named for a thrush, native to that country, which has a call that sounds like "tschili."

15. PERU gets its name from "Piru," an Indian chieftain whom the Spanish conquered.

16. BOLIVIA was named for Simon Bolivar, a native of Venezuela and one of the great liberators of the South American republics.

17. ECUADOR means "Land of the Equator" because the equator crosses it almost in the middle.

18. CUBA is an Indian word meaning "district or place." The Indians gave the island this name because it is the largest island of the group.

19. HAITI is the Indian name for the island of Santo Domingo, and means "rough or craggy," for much of the island answers this description. When the Spanish came and divided the island, they named the other half Santo Domingo, or "Holy Sunday" because they first landed on the island on Sunday.

20. JAMAICA is also an Indian word and means "abounding in springs." This island had more fresh-water springs than any of the others.

21. PUERTO RICO is Spanish for "rich port." This island was named by the Spanish for its chief harbor, "the rich port of St. John," that is, San Juan.

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PERIODICALS FOR CAREER INFORMATION

1. Administrative Management
   51 Madison Avenue
   New York, New York 10010

2. American Anthropologist
   3700 Massachusetts Avenue, N.W.
   Washington, D.C. 20016

3. American Antiquity
   3700 Massachusetts Avenue, N.W.
   Washington, D.C. 20016

4. American Archivist, The
   The National Archives
   Washington, D.C. 20408

5. American Beef Producer
   801 East 17th Avenue
   Denver, Colorado 80218

6. American Forests
   919 Seventeenth Street, N.W.
   Washington, D.C. 20006

7. American Fruit Grower
   37841 Euclid Avenue
   Willoughby, Ohio 44094

8. American Funeral Director, The
   1501 Broadway
   New York, New York 10036

9. American Heritage
   551 Fifth Avenue
   New York, New York 10017

10. American Historical Review
    866 Third Avenue
    New York, New York 10022

11. American Horologist and Jeweler
    2403 Champa Street
    Denver, Colorado 80204

12. American Jewelry Manufacturer
    Sheraton - Biltmore Hotel
    Providence, Rhode Island 02902

13. American Journal of Archaeology
    260 West Broadway
    New York, New York 10013

14. American Vegetable Grower
    37841 Euclid Avenue
    Willoughby, Ohio 44094

15. Anthropological Quarterly
    620 Michigan Avenue, N.E.
    Washington, D.C. 20017

16. Astronomical Journal, The
    Yale University Observatory
    New Haven, Connecticut 06520

17. Better Fruit
    1313 Southeast Twelfth Avenue
    Portland, Oregon 97241

18. Blast Furnace and Steel Plant
    Steel Publications, Inc.
    624 Grant Building
    Pittsburgh, Pennsylvania 15230

19. Bulletin of the Geological Society of America
    Box 1719
    Boulder, Colorado 80302

20. Casket and Sunnyside
    114 East 32nd Street
    New York, New York 10016

21. Citrus World
    P.O. Box 823
    Winterhaven, Florida 33880

22. Current History
    1822 Ludlow Street
    Philadelphia, Pennsylvania 19103

23. Drilling Contractor
211 North Ervay Street
Dallas, Texas 75201

24. Engineering Mining Journal
330 West 42nd Street
New York, New York 10036

25. Fish Boat
624 Gravier Street
New Orleans, Louisana 70130

26. Fishermen's News
Fishermen's Terminal
Seattle, Washington 98199

27. Fishing Gazette
461 Eighth Avenue
New York, New York 10001

28. Geographical Review
Broasway at 156th Street
New York, New York 10032

29. Geo Times
2201 M Street, N.W.
Washington, D.C. 20037

30. Gift and Decorative Accessories
51 Madison Avenue
New York, New York 10010

31. Independent Petroleum Monthly
Box 1019
Tulsa, Oklahoma 74101

32. Iron Age
Chestnut and 56th Streets
Philadelphia, Pennsylvania 19139

33. Jewelers' Circular - Keystone
Chestnut and 56th Streets
Philadelphia, Pennsylvania 19139

34. Journal of Architectural Education
Association of Collegiate Schools of Architecture
521 Eighteenth Street, N.W.
Washington, D.C. 20006

35. Journal of Geography, The
711 West Washington Street - Room 1532
Chicago, Illinois 60602

36. Journal of Marketing Research
230 North Michigan Avenue
Chicago, Illinois 60601

37. Journal of the American Instutute of Architects
1735 New York Avenue, N.W.
Washington, D.C. 20006

38. Law and Order
72 West 45th Street
New York, New York 10036

39. Mining Engineering
345 East 47th Street
New York, New York 10017

40. National Civic Review
47 East 68th Street
New York, New York 10021

41. National Fisherman
Camden, Maine 04843

42. National 4-H News
59 East Van Buren Street
Chicago, Illinois 60605

43. National Future Farmer
Future Farmers of America
5630 Mt. Vernon Highway
Alexandria, Virginia 22309

44. National Geographic Magazine
Seventeenth and M Streets, N.W.
Washington, D.C. 20036

45. National Jeweler
222 Park Avenue South
New York, New York 10003

46. National Sheriff
714 Transportation Building
Washington, D.C. 20006

47. Office
1200 Summer Street
Stanford, Connecticut 06904

48. Oil & Gas Journal
Box 1260
Tulsa, Oklahoma 74101

49. Pilot, The
36 Seventh Avenue
New York, New York 10011

50. Pilot Chief, The
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

51. Professional Geographer and The Annals of the Association of American Geographers, The
1710 Sixteenth Street, N.W.
Washington, D.C. 20009

52. Public Management
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

53. Sales Management
630 Third Avenue
New York, New York 10017

54. Seafarers Log
675 Fourth Avenue
Brooklyn, New York 10032

55. Sky and Telescope
60 Garden Street
Cambridge, Massachusetts 02138

56. Southern Funeral Director, The
770 Spring Street, N.W.
Atlanta, Georgia 30309

57. Textile Industries
1760 Peachtree Road, N.W.
Atlanta, Georgia 30309

58. Textile World
330 West 42nd Street
New York, New York 10036

59. Vegetable Growers Messanger
Preston, Maryland 21655

ORGANIZATIONS FOR CAREER INFORMATION

1. Administrative Management Society
   Maryland Road
   Willow Grove, Pennsylvania 19090

2. Allied Artists of America
   1083 Fifth Avenue
   New York, New York 10028

3. American Angus Association
   3201 Frederick Boulevard
   St. Joseph, Missouri 64506

4. American Anthropological Association
   3700 Massachusetts Avenue, N.W.
   Washington, D.C. 20016

5. American Artists Professional League
   112 East 19th Street
   New York, New York 10003

6. American Association for the Advancement of Science
   Section D
   1515 Massachusetts Avenue, N.W.
   Washington, D.C. 20005

7. American Association of Oilwell Drilling Contractors
   211 North Ervay Street
   Dallas, Texas 75201

8. American Association of Physical Anthropologists
   Francis E. Johnston, Secretary - Treasurer
   c/o University of Texas
   Box 8179, University Station
   Austin, Texas 78712

9. American Astronomical Society
   Yale University Observatory
   New Haven, Connecticut 06520

10. American Forest Institute
    1835 K Street, N.W.
    Washington, D.C. 20006

11. American Forestry Association
    919 Seventeenth Street, N.W.
    Washington, D.C. 20006

12. American Geographical Society
    Broadway at 156th Street
    New York, New York 10032

13. American Geological Institute
    2201 M Street, N.W.
    Washington, D.C. 20037

14. American Hereford Association
    Hereford Drive
    Kansas City, Missouri 64105

15. American Historical Association
    400 A Street, S.E.
    Washington, D.C. 20003

16. American Institute of Architects, The
    1735 New York Avenue, N.W.
    Washington, D.C. 20006

17. American Iron and Steel Institute
    150 East 42nd Street
    New York, New York 10017

18. American Marketing Association
    230 North Michigan Avenue
    Chicago, Illinois 60601

19. American National Cattlemen's Association
    801 East 17th Avenue
    Denver, Colorado 80218

20. American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

21. American Textile Manufacturers Institute, Inc.
1501 Johnston Building
Charlotte, North Carolina 28202

22. American Tunaboat Association
1 Tuna Lane
San Diego, California 92101

23. Association of American Geographers
1710 Sixteenth Street, N.W.
Washington, D.C. 20036

24. Fraternal Order of Police
1335 Spring Garden Street
Philadelphia, Pennsylvania 19123

25. Gemological Institute of America
11940 San Vicente Boulevard
Los Angeles, California 90049

26. Gift and Decorative Accessories Association of America
51 Madison Avenue
New York, New York 10010

27. Gloucester Master Mariners Association
23 Duncan Street
Gloucester, Massachusetts 01930

28. Independent Petroleum Association of America
1430 South Boulder
Tulsa, Oklahoma 74101

29. International Association of Chiefs of Police, Inc.
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

30. International City Management Association
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

31. International Jewelry Workers' Union
8 West 40th Street
New York, New York 10018

32. Manufacturing Jewelers and Silversmiths of America
Sheraton - Biltmore Hotel, Room S-75
Providence, Rhode Island 02902

33. Mining and Metallurgical Society of America
11 Broadway
New York, New York 10004

34. National Architectural Accrediting Board
521 Eighteenth Street, N.W.
Washington, D.C. 20006

35. National Association of Market Developers
P.O. Box 2826
Washington, D.C. 20013

36. National Association of Wool Manufacturers
386 Park Avenue South
New York, New York 10016

37. National Committee on Household Employment
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

38. National Conference of Police Associations
1609 Kenny Drive
Falls Church, Virginia 20040

39. National Council for Geographic Education
111 West Washington Street - Room 1532
Chicago, Illinois 60602

40. National Fisheries Institute
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

41. National Funeral Directors Association (NFDA)
135 West Wells Street
Milwaukee, Wisconsin 53203

42. National Gift and Art Association
220 Fifth Avenue
New York, New York 10001

43. National Maritime Union of America
36 Seventh Avenue
New York, New York 10011

44. National Municipal League
47 East 68th Street
New York, New York 10021

45. National Selected Morticians
1616 Central Street
Evanston, Illinois 60201

46. Organization of American Historians
c/o David E Miller
Department of History
University of Utah
Salt Lake City, Utah 84112

47. Pan-American Institute of Mining Engineering and Geology, U.S. Section
U. S. Department of the Interior
Washington, D.C. 20242

48. Retail Jewelers of America
1025 Vermont Avenue, N.W.
Washington, D.C. 20005

49. Seafarers International Union of North America
350 Fremont Street
San Francisco, California 94105

50. Society for American Archaeology
3700 Massachusetts Avenue, N.W.
Washington, D.C. 20016

51. Society of American Archivists
University of Michigan
Rackham Building
Ann Arbor, Michigan 48104

52. Society of American Registered Architects
1821 Jefferson Place, N.W.
Washington, D.C. 20036

53. Society of Mining Engineers of the American Institute for Mining Metallurgical, and Petroleum Engineers
345 East 47th Street
New York, New York 10017

54. Society of Women Geographers
1619 New Hampshire Avenue, N.W.
Washington, D.C. 20009

55. Southeastern Fisheries Association
330 South Adams Street
Tallahassee, Florida 32301

56. Textile Workers Union of America
99 University Place
New York, New York 10003

57. United Fresh Fruit and Vegetable Association
777 Fourteenth Street, N.W.
Washington, D.C. 20005

58. United States Department of Labor
Women's Bureau
Washington, D.C. 20210

59. United States Geological Survey
Department of the Interior
Washington, D.C. 20242

60. United Steel Workers of America
1500 Commonwealth Building
Pittsburgh, Pennsylvania 15222

61. Vegetable Growers Association of America
1616 H Street, N.W.
Washington, D.C. 20006

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Amazon, The	16mm	Encyclopedia Britannica Educational Corp.	21 min.	B/W
Amazon Family	16mm	International Film Bureau	19 min.	C
Amazon, People and Resources of Northern Brazil, The	16mm	Encyclopedia Britannica Educational Film Corp.	22 min.	C
Amazon Village	FS	Encyclopedia Britannica Films		C
Ancient Peruvian	16mm	International Film Foundation	27 min.	C
Anthropologists	Mag.T.	Brown and Associates		
Architect	Cas.T.	Educational Progress Corp.		
Architects	Mag.T.	Brown and Associates		
Argentina	FS	Encyclopedia Britannica Films		
Argentina	16mm	McGraw-Hill Textfilms	16 min.	C
Argentina - The Port City and the Pampa	16mm	McGraw-Hill Textfilms	16 min.	C
Arts and Crafts of Mexico, Part 1 and 2	16mm	Encyclopedia Britannica Educational Corp.	30 min.	C
Astronomers	Mag.T.	Brown and Associates		
Aztecs and Cortez, The	FS/Rec.	Family Filmstrip Inc.		
Balboa and Pizarro	FS	Encyclopedia Britannica Educational Corp.		C
Brasilia	16mm	International Film Bureau	16 min.	C
Brazil - Change Comes to the Rain Forest	16mm	Universal Education Visual Arts	20 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Brazil, People of the Highlands	16mm	Encyclopedia Britannica Educational Educational Corp.	17 min.	C
Brazil - The Rude Awakening	16mm	McGraw-Hill	27 min.	B/W
Bolivia	16mm	McGraw-Hill	15 min.	C
Bolivia - South American Liberator	16mm	Coronet Films	11 min.	C
Brazil	FS	Encyclopedia Britannica Films		
Buenos Aires - Gateway to Argentina	16mm	Academy Films	22 min.	C
Careers in Fine Arts	Rec/FS	Educational Dimensions Corp.		C
Central America, The Crowded Highlands	16mm	McGraw-Hill	19 min.	C
Changing Art in a Changing World	16mm	Film Associates of California	21 min.	C
Chile	16mm	Encyclopedia Britannica Educational Corp.	11 min.	B/W
Chile	FS	Encyclopedia Britannica Films		
Chile (Spanish)	16mm	McGraw-Hill	15 min.	C
Clues to Ancient Indian Life	16mm	Don W. Parson, Assoc.	11 min.	C
Coastal Lowlands of Central America, The	16mm	McGraw-Hill	19 min.	C
Colombia	16mm	McGraw-Hill	18 min.	C
Colombia and Venezuela	FS	Encyclopedia Britannica Films		
Coronado	FS	Encyclopedia Britannica Educational Corp.		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Costa Rica, the Rich Coast	FS	Encyclopedia Britannica Films		
Cuba, the Land and the People	16mm	Coronet Films	11 min.	C
Cuban Crisis	16mm	Screen News Digest		B/W
De Leon and De Soto	FS	Encyclopedia Britannica Educational Corp.		C
Desert to Forest in Chile	FS	Encyclopedia Britannica Films		
Discovering the Music of Latin America	16mm	Film Associates of California	20 min.	C
Dr. Leakey and the Dawn of Man	16mm	Encyclopedia Britannica Educationsl Corp.	26 min.	C
Ecuador	16mm	McGraw-Hill Textfilms	16 min.	C
Escavations at La Venta	16mm	University of California	33 min.	C
Farmers of Mexico	FS	Encyclopedia Britannica Films		
Farmers of the Andes	16mm	Bailey and Hollywood Films	10 min.	B/W
Fourteen Ninety-two, Part 2	16mm	McGraw-Hill Textfilms	40 min.	C
Geographer	Mag.T.	Brown and Associates		
Geography of South America - The Continent	16mm	Coronet Films	14 min.	C
Grass and Cattle	16mm	United States Department of Agriculture	15 min.	C
Highland People of Bolivia	FS	Encyclopedia Britannica Films		
Highlands of the Andes	16mm	United World	20 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Historians	Mag.T.	Brown and Associates		
Inca Lands in Peru	FS	Encyclopedia Britannica Films		
Incas, The	16mm	Coronet Films	11 min.	C
Latin America, Part 1 and 2	16mm	McGraw-Hill Textfilms	49 min.	B/W
Latin America, An Introduction	16mm	Coronet Films	11 min.	C
Latin America, Past, Present and Future	16mm	Screen News Digest	14 min.	B/W
Latin America - Neighbors to the South	16mm	McGraw-Hill Textfilms	17 min.	C
Life of Benito Juarez The	FS/Rec.	International Communications Foundation		
Lone Star Roundup	16mm	McGraw-Hill Textfilms	24 min.	B/W
Managerial Occupations	Mag.T.	Brown and Associates		
Mexican American: Heritage and Destiny, The	16mm	Handel Film Corp.	29 min.	C
Mexico City	16mm	Paul Hoefler, Co.	17 min.	C
Mexican Ceramics	16mm	Bailey Film Assoc.	18 min.	C
Mexico, Part 1 and 2	16mm	McGraw-Hill Textfilms	35 min.	C
Mexico - The Land and Its History	FS/Rec.	International Communications Foundation		
Middle America - The Land and the People	16mm	McGraw-Hill Textfilms	22 min.	C
Mexico: Changing Land	16mm	Encyclopedia Britannica Educational Corp.	21 min.	C
Mexican Village in Transition	16mm	Still film Company	11 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Mexican Potters	16mm	Hoefler Films	11 min.	C
Mexico, Land of Color and Contrast	16mm	Herbacher - Vetter Films	16 min.	C
Mountain Farming in Colombia	FS	Encyclopedia Britannica Films		
New Venezuela, The	FS	Encyclopedia Britannica Films		
Orozco Mural: Quetyacoatl, The	16mm	Brandon Films	22 min.	C
Our Changing Way of Live - Cattleman - A Rancher's Story	16mm	Encyclopedia Britannica Educational Corp.	22 min.	B/W
Panama and the Canal	FS	Encyclopedia Britannica Films		
People of Guatemala	FS	Encyclopedia Britannica Films		
Peru	16mm	McGraw-Hill Textfilms	17 min.	C
Panama	16mm	Dudley Films	10 min.	B/W
Panama Canal, Gateway to the World, The	16mm	Encyclopedia Britannica Educational Corp.	14 min.	C
Peru - People of the Andes	16mm	Encyclopedia Britannica Educational Corp.	16 min.	C
People of Chile	16mm	International Film Bureau	15 min.	B/W
Police and Police Protection	FS	Eye Gate House, Inc.		C
Policeman	Cas.T.	Educational Progress Corp.		
Ranch in Northern Mexico	FS	Encyclopedia Britannica Films		
Republic of Colombia	16mm	Pan Am: University	11 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
So That Men Are Free	16mm	McGraw-Hill Textfilms	26 min.	B/W
South America	16mm	International Film Foundation	25 min.	C
South America	16mm	McGraw-Hill Textfilms	17 min.	C
South America	16mm	McGraw-Hill Textfilms	20 min.	C
Spain in the New World - Colonial Life in Mexico	16mm	Encyclopedia Britannica Educational Corp.	13 min.	C
Spanish Explorers, The	16mm	Encyclopedia Britannica	14 min.	C
Spanish Influence in the United States	16mm	Coronet Films	10 min.	B/W
Story of Agriculture and Stock Raising	FS	Encyclopedia Britannica Films		C
Story of H. De Soto	FS	Svekon Films		C
Tomorrow's Mexico	16mm	NOT Forum Education	17 min.	B/W
Town in Old Mexico	16mm	United World	10 min.	C
Venezuela	16mm	McGraw-Hill Text Films	16 min.	C
Years Under Castro, The	16mm	Screen News Digest	13 min.	B/W
Your Future as a Policeman or Policewoman	Mag.T.	Guidance Associates		
Yucatan - Land of the Mayas	FS/Rec.	Family Filmstrip, Inc.		

KEY

16mm ---------- 16mm film
FS ---------- filmstrip
Cas.T. ---------- cassette tape
Mag.T. ---------- magnettic tape
FS/Rec. ---------- filmstrip with record
Rec/FS ---------- record with filmstrip